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The purpose was to gather resource material and produce curriculum materials dealing with education for teachers in depressed areas. Observations were made in five elementary schools and four junior high schools in culturally disadvantaged areas of Harlem. Interviews were conducted with school personnel. Another study was made of the experiences and practices of fourteen recent Hunter College graduates teaching in New York City elementary schools.

Three books, audio-visual materials, and an annotated bibliography have been produced by the project staff. Two books deal with slum school patterns of segregation, the types of discipline used, teacher-pupil relationships, and curriculum. Both books treat the classroom sociologically and anthropologically. The third book is a source book intended for use in the introductory social foundation courses in college.

A list of readings, films and tapes is given in an attempt to develop a knowledge of social and economic factors which produce urban problems and to provide an understanding of lower class values and family life. Video- and audio-tapes record teachers' experiences and practices in dealing with culturally disadvantaged children.

Teacher training courses at Hunter College used the above-mentioned material in addition to direct observations of depressed area schools. It is reported that the course created in these pre-service teachers a greater desire to work in these schools.

A six week summer seminar was held for elementary school teachers in depressed areas. In-service training was provided for Hunter College faculty and persons selected from the New York City school systems.

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PROJECT TRUE

A FINAL REPORT
1962 - 1964

HUNTER COLLEGE
CITY UNIVERSITY OF NEW YORK
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1964

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CURRICULUM DEVELOPMENT PROJECT FOR THE PREPARATION AND EVALUATION OF MATERIALS FOR TRAINING TEACHERS SERVING DEPRESSED URBAN AREAS

A FINAL REPORT TO

THE OFFICE OF YOUTH DEVELOPMENT AND JUVENILE DELINQUENCY

FOR TREASURY GRANT NO. 62201

GRANTEE ORGANIZATION:

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
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Submitted September 1, 1964

TABLE OF CONTENTS

FINAL REPORT 1

I. An Intensive Period of Observation in Depressed Area Schools 1

II. A Study of the Teaching Experience and Practice of Recent Hunter Graduates 3

III. The Development of Curriculum Materials 5

Urban School Days: Selected Days in Urban Elementary School Life 5
Schools of the Streets 6
Education and the Metropolis 7
Audio-Visual Instructional Materials 10
Urban Education: An Annotated Bibliography 14
Books, Pamphlets and Clipping Resources 14

IV. Teacher Training Activities 15

V. In Service Training for Faculty Members 16

VI. Evaluation 18

SUMMARY OF PROJECT TRUE 19

Curriculum Materials Completed 19

Training Activities Completed 22

APPENDIX A: An Evaluation of an Experimental Foundations Course Emphasizing the problems of the Special Service School 23

FINAL REPORT

(September 1, 1962 - August 31, 1964)

During the past two years, several major endeavors were undertaken in preparation for the actual development of curriculum materials for the training of teachers in depressed urban areas. Following an initial planning stage and the recruitment of project staff (which was largely completed during the first six months of the project), these activities have been as follows:

I. AN INTENSIVE PERIOD OF OBSERVATION IN DEPRESSED AREA SCHOOLS.

Five project staff members visited five elementary schools for one to three days each and four junior high schools for three to five days each. All of these schools were in Central and East Harlem. In addition, two open enrollment junior high schools in the Bronx were visited, one for one day and the second for three days. A total of three months was spent in the field. Within a given school, staff members followed separate classes for the entire day except in one elementary school and one of the open enrollment junior high schools where this could not be arranged.

The total number of classes observed at each grade level was as follows:

Kindergarten	1	Grade 6	5
Grade 1	6	Grade 6	21
Grade 2	8	Grade 8	22
Grade 3	8	Grade 9	21
Grade 4	3	CRMD	1
Grade 5	5		

Except at the kindergarten level the range of classes observed within each grade was from intellectually gifted and special progress academic classes at the top to classes of holdovers, truants, and emotionally disturbed children at the bottom.

A total of 342 lessons were observed as they were being presented by teachers in schools visited. The distribution of these lessons according totheir subject matter is presented below:

Elementary Schools

Art	4	Mathematics	18
Guidance	1	Science	4
Health Education	1	Social Studies	7
Language Arts	47	TOTAL	82

Junior High Schools

Art	6	Mathematics	72
Foreign Language	12	Music	15
Guidance	10	Science	27
Health Education	15	Social Studies	42
Industrial Arts and Home Economics	11	Typing	8
Language Arts	72	TOTAL	260

In addition to classroom observations, project staff were able to undertake a limited number of interviews with school administrators, guidance counsellors, school psychologists, classroom teachers and specialized teachers (e.g., reading improvement teachers).

In making observations, the non-participant observational methods of sociology and anthropology were used. After each day's observations, staff members dictated their field notes into tape recorders.

These tapes were subsequently transcribed, and the observational material was indexed using three indexes: (1) a content index based on an analysis of the material being discussed in the observations; (2) an index to the grade and academic level of the classes described; (3) an index to the curriculum areas presented. Those field notes have served as the basis of a book on the urban school and a case book of materials for professional courses in education. (See III, 1 and 2: pp. 5-7).

II. A STUDY OF THE TEACHING EXPERIENCE AND PRACTICE OF RECENT HUNTER GRADUATES.

In the late summer of 1963, fourteen beginning elementary school teachers in special service schools were randomly selected from among the June 1963 graduates of the Teacher Education Program at Hunter College. These teachers had all passed the New York City examination for a regular license as a teacher. Beginning on the Saturday before the public schools opened in September and continuing thereafter on each Saturday through the end of January (the end of the first term of teaching), the fourteen teachers reported their experiences as beginning teachers on tape recorders made available to the project by the language laboratory of Hunter College.

The purpose of undertaking this study was four fold:

> To provide us with a knowledge in depth of the acculturation process into the urban school system, and beginning teachers' perceptions of child behavior, management of behavioral problems, instructional success and failure and interaction patterns with teachers, administrators, specialists, parents and others.
>
> To increase our general knowledge of the slum school as a human organization.

To provide us with a way of assessing the classroom practices of our own graduates in the teacher education program.

To provide us with first hand material from beginning teachers which could be developed and used in courses at Hunter and enable us to think through more realistically what some of the needed changes in our program may be.

The teachers responded to a series of questions provided to them. Each week they were asked to describe the most important thing that happened during the week; their least and most successful lessons; their interaction with administrators, specialists, and other teachers; their two or three most and least difficult children; the children who had been transferred in or out of their class. Additional questions were asked of everyone once or periodically. These pertained to the general socio-economic and academic characteristics of their schools, classrooms, and adjacent communities, the textbooks, supplies, and self-prepared materials used in the class; descriptions of faculty meetings, assembly programs, grade conferences, and otner formal meetings; models of good and poor teachers and teaching in the school; contact with parents and community agencies; report cards; feeling about the proposed teachers' strike in September and the Civil Rights Boycott in February.

Project staff and selected faculty members listened to the tapes each week and prepared a few personal questions for each teacher. In addition, questionnaires were occasionally administered to assess their feelings of confidence and to get demographic data about the teachers and their schools. At specified intervals, the members of the group were asked to keep time logs on how they spent their class-

room time. At the last session, three psychological tests were administered.

The above tapes were transcribed and have been coded and indexed so that material on particular topics of interest may be readily found. The material is also being examined for materials suitable for master tapes which can be used in professional education courses. (See III, 4: pp. 10-14).

III. THE DEVELOPMENT OF CURRICULUM MATERIALS

1. Urban School Days: Selected Days in Urban Elementary School Life. This book presents selected materials based on the observations described above (See I: pp. 1-3). The approach used has been adopted from that used by anthropologists in presenting case materials for courses in cultural and applied anthropology. Because we were not in any one school for an extended period of time, our materials are not cases in the technical sense of the word. However, we did observe a range of classes on a particular grade level within each elementary school, which allows comparisons to be made between the classes of a single grade in the same school.

Selected for presentation in this book are observations of two first grade classes in one school, four fourth grade classes of a second school and one second grade class and a day in the guidance office of a third school. Original field notes have, of course, been edited to preserve anonymity of schools, classes, and individual persons. Each set of materials is preceded by an introduction. Discussion questions, bibliographic references and some analyses of the observations are included.

The book attempts to develop the student's ability to look at the classroom and school as a human organization reflecting cultural patterns of behavior and often noteworthy for problems in classroom management as a result of such phenomena as culture shock, oppressive supervisory relationships to pupils, and differences in values. The approach to the classroom is sociological and anthropological. The materials included in the book are primarily intended for use in courses concerned with classroom management (e.g., courses in methods or administration) but they may also be useful in courses in the social and philosophical foundations of education.

2. The first draft of a book on the urban school is being completed and will be submitted to a publisher for consideration during the late fall of 1964. Entitled Schools of the Streets (working title), this book is based on the observations of slum schools described above (see I; pp. 1-2) and attempts to relate our findings to those of other social scientists and to undertake a socio-cultural analysis of the urban slum school and some of its problems.

The main themes of the book are concerned with the slum school's patterns of segregation, types of discipline, teacher-pupil relationships, and curriculum. In addition the role and function of the slum school within American education in general is explored. The book is essentially a descriptive sociological and anthropological presentation of the slum school as a human organization and does not prescribe curative measures. Although the book has implications for a wide audience, we anticipate that one of its chief uses will be by faculties of education and students in education courses.

3. Education and the Metropolis: The materials included in this sourcebook are intended primarily for use in the introductory social foundations course in the education sequence. Some may be useful as well for certain graduate courses (for example, Hunter's required graduate course, School and Community). Selections in the Introductory readings ovelap at some points into areas appropriate for courses in psychological foundations.

In general, the suggested readings, activities, and other materials, are aimed at broadening the student's understanding of the crucial problems faced by city schools as a result of the alienation of lower-class children, particularly the urban Negro child. The sourcebook is organized around a series of themes stated in the form of teaching objectives:

Knowledge of the underlying social and economic factors which produce the problem and the present situation in New York City.

Understanding of the differences between the value systems of the middle and lower class subcultures, and their implications for the school.

Understanding the structure of lower class family life, the life space of the disadvantaged child, and the implications of both for the classroom.

Heightened awareness of the issues which underlie the major policy conflicts involved in doing something about the problem: the issue of Northern de-facto segregation,

the issue of ethnic materials in the curriculum, and the like.

Acceptance of the professional challenge which the problem poses for teachers entering the profession.

Instructors who wish to incorporate any of these objectives into courses they teach may do so in several ways. Some of the materials are clearly relevant, for instance, to the four major areas emphasized in the basic course, Introduction to Education. On the assumption that instructors will come to different decisions on this matter of treatment, the sourcebook presents materials appropriate to each objective as separate blocks, to permit maximum flexibility. Each of these sections provides four different kinds of materials.

1. A brief introduction to the general problems and issues raised by the readings in the section, posing questions for discussion.
2. The readings themselves.
3. Class activities or student assignments which might lead to increased understanding.
4. Available audio-visual aids, or some suggestions for such aids which individual teachers or the education department might develop.

A list of the readings to be included, not in complete form nor in final sequence in which they will appear, follows:

1. A group of charts, graphs, and tables describing major conditions and trends in income distribution, relation of income to education, automation, differential class

achievement levels, social class and ethnic data on entrants into teaching and school staffs, etc.

2. Silberman, "The City and the Negro." (article)
3. Glazer, "The Puerto Ricans." (article)
4. National Committee for Support of Public Schools, Changing Demands on Education and Their Fiscal Implications (excerpt)
5. Gans, The Urban Villagers (excerpt)
6. Miller, The Cool World (excerpt)
7. Spindler, "Transmission of American Culture. (article)
8. Fine, Neighbors of the President (excerpts)
9. Lewis, "Child Rearing Practices Among Low Income Families" (article)
10. Deutsch, "The Disadvantaged Child and the Learning Process" (article)
11. Harrington, The Other America (excerpt)
12. Padilla, Up From Puerto Rico (excerpt)
13. Cohen, Delinquent Boys (excerpt)
14. Klineberg, "Life is Fun in a Smiling, Fair-Skinned World" (article)
15. New York Times, "Report From a Spanish Harlem Fortress" (article)
16. Jencks, "Slums and Schools" (article)
17. The New Rochelle Decision, and a sampling of other significant court decisions on de facto segregation.
18. Clark, "Educational Stimulation of Racially Disadvantaged Children" (article)
19. Asbell, "Not Like Other Children," (article)
20. Smiley, "Who Would Teach Here . . ." (article)

21. Project Bridge, excerpts from teachers' diaries.

22. Anti-Defamation League, Treatment of Minorities in Secondary School Textbooks, (excerpts)

23. Wright, Black Boy (excerpt)

24. Baldwin, Nobody Knows My Name (excerpt)

25. Lyford, "The Negro as an American" (article)

26. 1964 Yearbook of School Law (excerpt)

27. Various relevant news reports on community action, New York Times

28. Young & Hazelton, "Should there be Compensation for Negroes," (article).

4. Audio-Visual Instructional Materials. A number of audio-visual aids have been produced by Project staff for use in college classes. These materials are as follows:

(A) Sixty charts, graphs, and tables describing major conditions and trends in income distribution, relation of income to education, differential social class achievement levels et al. have been prepared and incorporated into Education and the Metropolis described above (See III, 3: pp. 7-10).

(B) Fifteen Video Tapes have been produced showing teachers in the New York City School system teaching lessons to their classes. The taped classes are as follows: 2 eighth grade science classes; 6 seventh grade English classes; 1 eighth grade English class; 4 ninth grade English classes; 1 fourth grade social studies class; 1 New York City "Project III" class for school dropouts. Of the eleven tapes of junior

high school English classes, three are tapes of student teachers and three are tapes of the cooperating teachers under whom the students worked.

(C) Nineteen audio tapes have been prepared based on tapes made by fourteen beginning elementary school teachers (See II, pp. 3-5). Tapes 1 and 2, "Adventures with Wilfredo," chronologically present twelve weekly reports of one sixth grade teacher's most difficult child. The reports begin with the third week of school when Wilfredo was transferred into the classroom and immediately identified as a behavioral problem. Tape 3, "These Are My Best" presents one second grade teacher's description of her most successful lessons, and Tapes 4, "What Went Wrong?" presents the same teacher's description of her least successful lessons. The best lessons include twelve lessons in the subject areas of English composition, spelling, social studies, art, courtesy, creative writing and aritmetic. The eleven least successful lessons include eight in arithmetic and describe difficulties in presenting the concept of time. Tapes 5, 6, and 7, "The Day the President Died," are a series of three tapes in which several teachers describe their own and their children's reactions to the assasination of President Kennedy. Follow-up lessons are included.

Tape 8, "Coping with Obscenities," presents two teachers describing incidents in which students directed obscene remarks to teachers and tells how the teachers reacted. Tapes 9 and 10 are two tapes in which eight teachers describe the

first day of school. The teachers on tape 9 tell about successful first days and the teachers on tape 10 describe unsuccessful first days. Tapes 11, 12, 13 and 14 are a series of four tapes on "Educational Principles in Classroom Practice." The teachers give their feelings about the principles and describe ways in which they do or do not apply to their classrooms. The principles discussed are as follows: Classroom outlines and behavioral controls will be facilitated if children participate in planning and administering them; There is no such thing as overpraising a child; Teachers need to know the home situation if they are really to understand a child's behavior; When a child fails to learn something, the teacher must locate the preceding step or content which the child has not mastered; The teacher who allows himself to joke or kid around with children will lose control of his class; Punishment may increase undesired behavior; Punishment is sometimes necessary to inhibit undesirable behavior; A child's disruptive or puzzling behavior may present not an individual problem but may be a clue to the general feeling of the entire class; Underprivileged children could progress more quickly if curriculum materials were more directly related to their own experience; Teachers should provide opportunities for learning by problem-solving for children of all ages and abilities; Wherever possible, the teacher should present materials and problems in such a way that children make their own generalizations and discover their own solutions.

Tapes 15, 16, and 17, "Using the Student's Background," are a series of three tapes presenting the attempts of several teachers to relate and adapt texts and other teaching materials to the social background of their children. Tape 15 describes eight unsuccessful lessons in the areas of grooming, reading, social studies, letter writing, arithmetic and poetry. Tape 16 and 17 describe ten most successful lessons in reading, arithmetic, the alphabet, social studies and science.

Tape 18, "From Slums to Suburbs," presents one teacher's experiences in a slum school during the first three months of her teaching career and her subsequent experience in a suburban school. Tape 19, "Identifying Discipline Problems," describes several teachers' methods of identifying discipline problems and gives some examples of coping mechanisms.

(D) <u>One Film</u> has been produced for use in education courses. This is a 4½ minute black and white 16 mm. movie about the New York City Teachers' Strike, and it is designed to stimulate teacher discussion about teacher organizations and unions.

(E) <u>Five photo studies</u> have been made of classroom days. These photographs were taken throughout a full day spent within each of five classrooms. The classes represent the second, third, fourth, fifth and sixth grades, and all classes were in schools located in disadvantaged areas.

(F) <u>Four films and videotapes</u> have been <u>purchased</u> and added to the audio-visual library at Hunter College. These are as follows:

(1) "A Chance at the Beginning"--A film prepared by the the staff of the Institute for Developmental Studies.

(2) "Legislative Report"--A report on the New York City School System by James B. Donovan, Chairman of the Board of Education.

(3) "Incident on Wilson Street"--A description of an after school program in an urban school.

(4) "I Before E"--One of the East Side-West Side TV series describing curriculum and authority problems among potential dropouts.

5. Urban Education: An extensive annotated bibliography has been prepared and lists books and articles pertaining to problems in urban education. This bibliography has six sections as follows: (1) Socialization and Education, (2) Schools: Their Structure and Organization, (3) Patterns of Urban Living, (4) Ethnic Communities and the Problem of Culture Conflict, (5) Patterns of Social Stratification, (6) Patterns of Juvenile Delinquency. The bibliography was completed in the summer of 1963 and distributed to the faculty of the Department of Education and other interested persons and organizations in the late fall of 1963. Additional titles of new publications have been added to the bibliography and issued as a supplement to bring the bibliography up-to-date as of August 1, 1964.

6. Books, pamphlets, and clipping resources relevant to urban education have been gathered ever since the project began and are

being collected currently. These serve as resource material not only for Project Staff but also for faculty in the Teacher Education Program.

IV. TEACHER TRAINING ACTIVITIES

1. In the spring of 1963, four lectures on the Special Service School were held for students in the Teacher Education Program. Administrators, specialists, and a few of our own recent graduates were invited to speak to students about teaching in these schools. A full description of this program and an evaluation of it is reported in The Effect of Information on Student Beliefs About the Slum School.

2. During the academic year 1963-64 two sections of (a) the introductory course in social foundations of education and (b) the introductory course in psychological foundations were correlated. The reading material described above (See III, 3: pp. 7-10) and some of the audio-visual material already described (See III, 4: pp. 10-14) were used. In addition these students had prolonged periods of observations in Special Service Schools, which formed the basis for later class discussion. A full description of the course and a preliminary evaluation of it may be found attached to this report (See Appendix A, pp. 23ff.).

3. Project Staff have participated as guest speakers in undergraduate and graduate teacher education courses. On four occasions the rationale and purposes of the Project have been presented to students. On five other occasions Project staff have lectured and

led discussions on such topics as cultural discontinuities in the school, the meaning of authority in human organization, and relationships between school and community.

4. A preliminary paper reviewing the Hunter Education Program as it relates to the special problems of teaching in depressed area schools has been prepared. This paper made use of the observations described above (See I, pp. 1-3).

5. An intensive six-week Summer Institute for Elementary School Teachers in Urban Depressed Area Schools was held at Hunter College, July 1 - August 7, 1964. Printed and audio-visual curriculum materials developed by the Project were used in this Institute. The purpose of the Institute was to give experienced teachers help in analyzing problems of teaching and learning in Special Service Schools and in preparing original teaching materials for the children in these schools. Although the Institute was not supported by government funds, it is mentioned in this report because of its relevance to the Project.

V. IN SERVICE TRAINING FOR FACULTY MEMBERS

During the winter and spring of 1963, two institutes were held for members of the Hunter College Department of Education faculty and selected persons from the school system of New York City.. These institutes represented an initial attempt to bring some of the thinking of leading social scientists and educators cognizant of problems related to urban education, to the faculty and also to familiarize the faculty with the goals and personnel of the

Project. Speakers at these Institutes included Dr. Martin Deutsch, Dr. Bernard Rosen, Dr. Alexander Moore, Dr. S. M. Miller, Dr. Jean Boek, Dr. Mark Atwood, Mr. Gerald Rosenfeld, Mr. Max Rubinstein, Mr. Jacob Landers, and Mr. Hilary Thorne. The last three persons were from the Board of Education in New York City. The remaining speakers were all social scientists.

Opportunity for small group discussion was provided following major presentations of material. Prior to each institute, those attending were provided with background reading materials. These materials were primarily social science readings pertinent to social class factors in learning, problems of the urban school and socio-cultural values transmitted by the school.

Informal discussion has occurred with selected faculty members on the implications of the reports of the beginning teachers (See II, pp. 3-5) for the professional curriculum in Teacher Education. Discussions have also been held from time to time to seek faculty advice about possible materials that they would find useful.

During the spring and summer of 1964 several informal conferences were held with faculty members teaching courses in the psychological foundations of education in an attempt to determine what kinds of supplemental material on the urban child would be helpful to them. Work is currently underway in the development of resource materials for these courses.

VI. EVALUATION

The two year grant period for which funds were received was primarily used for the production of curriculum materials and the gathering of appropriate resource materials. The amount of time required to assemble and write curriculum materials and introduce even minor changes in the curriculum has severely curtailed the opportunity to do evaluation. Two preliminary attempts at evaluation occurred in connection with a series of voluntary lectures on Special Service Schools and the correlation of two sections of the basic course in social foundations in education with two sections of the basic course in psychological foundations in education (See IV, 1 and IV, 2: p. 15). The evaluation of the lecture series appears in a separate article entitled "The Effect of Information on Student Beliefs About the Slum School" by Dr. Harry S. Miller. The evaluation of the innovation in foundations courses is attached to this report (See Appendix A, pp. 23ff.). It is anticipated that evaluation of curriculum innovations will primarily be undertaken during the years September 1964 - August 1967.

SUMMARY OF PROJECT TRUE

CURRICULUM MATERIALS COMPLETED

Urban Education: an annotated bibliography for college and school personnel responsible for preparing teachers for depressed urban area schools.

Education and the Metropolis: selected readings on the social forces affecting the education of children in underprivileged urban environments. For use in teacher education courses and in-service institutes.

Urban School Days: selected classroom descriptions of teachers at work in special service schools. For use in teacher education courses and in-service institutes.

Schools of the Streets: a sociological analysis of selected aspects of the slum school based on observations made by Project TRUE staff in the spring of 1963. (To be completed in the fall of 1964.)

Audio Visual Instructional Materials:

I. Sixty charts, graphs and tables of inner city demographic data.

II. Fifteen videotapes presenting urban teachers teaching lessons to their classes. Thirteen junior high classes, one elementary school class and one New York City Project III class of school dropouts. English, science, and social studies lessons are taught.

III. Films:

a. "I" Before "E"--16 mm. film (purchased from the series East Side-West Side) showing problems of curriculum and authority with potential dropouts in an urban school.

b. A Chance at the Beginning--Film depicting new methods of nursery school education among urban children.

c. Teachers' Strike--Film produced at Hunter College on New York City Teachers' Strike: 4½ min. 16 mm. black and white.

IV. Videotapes:

a. Incident on Wilson Street--Videotape depicting an urban after school program.

b. Legislative Report--Videotape of James B. Donovan reporting on New York City Schools.

V. Nineteen audio tapes of elementary school beginning teachers:

a. Wilfredo: One teacher's interaction with her "most difficult" child over a 12 week period. (Two tapes)

b. These Are My Best: One teacher's description of her "Successful" lessons.

c. What Went Wrong? One teacher's description of her "least successful" lessons.

d. The Day the President Died: Several teachers' descriptions of student reactions to the late President Kennedy's death. (Three tapes.)

e. Coping With Obscenities: Two teachers' descriptions of how they coped with obscene language in the classroom.

f. My First Day: Several teachers' descriptions of their first day in the classroom as regular teachers. (Two tapes.)

g. What About Educational Principles? Several teachers' attitudes about the relevance of educational principles to the slum school. (Four tapes)

h. Using the Student's Background: Several teachers tell of attempts to adapt texts and teaching materials to their pupils. (Three tapes.)

i. From Slum to Suburb: One teacher tells about her experiences teaching in slum and suburban schools.

j. Identifying Discipline Problems: Several teachers describe the characteristics of children who are discipline problems.

VI. Photo Studies: Photographs of elementary school classes in slum areas.

Curriculum Resources: Books, pamphlets, reports, photographs and 200 hours of tapes on the experience of elementary teachers in special service schools.

SUMMARY OF PROJECT TRUE

TRAINING ACTIVITIES COMPLETED

Teaching in a Special Service School. Four student conferences addressed by teachers, specialists and administrators in a special service junior high school were held in the spring of 1963. The results of this training series are reported in The Effect of Information on Student Beliefs About the Slum School.

Pilot Adaptations in Introductory Courses in Teacher Education. Correlated social and psychological foundations courses in which the Readings (see above) were used and in which students observed intensively in special service schools were offered in 1963-64.

Intensive Six-Week Summer Institute for Elementary Teachers in Depressed Urban Area Schools was held July 1 - August 7, 1964.

Faculty and School Personnel Conference. Two conferences for Department of Education Faculty and supervisory and curriculum specialists from the N.Y.C. Board of Education were held during 1963. One result of these and other smaller faculty conferences was the preparation of a working paper entitled "Our Disadvantaged Schools." This paper discussed needed revisions in teacher education to meet the demands of urban depressed area schools.

APPENDIX A

An Evaluation of an Experimental Foundations Course Emphasizing the Problems of the Special Service School

Dr. Harry Miller and Dr. Samuel Squires

Of the three educational foundations courses in Hunter's education sequence, the first focuses on the social, historical and philosophical problems of the American school, the second on the developmental patterns of child growth. The first of these, 15.200, normally includes three group visits to schools at various levels and a field trip to a community center or settlement house. The Department has recently tried to schedule the school visits to provide students with the opportunity of seeing disadvantaged children in their normal classroom settings; the trip to the settlement house was originally designed to give students a chance to observe these children's behavior in an out-of-school situation. Neither course, however, particularly emphasized in its syllabus or its officially designated texts the problems of teaching in a special service school or the nature of the special handicaps brought by the children who attend it.

The staff of Project TRUE, which is charged with the task of suggesting curriculum changes aimed at better training teachers for work with the disadvantaged child, decided at an early stage in the project that experimenting with a combined form of the first two foundations courses might yield valuable results. The Department required 15.200 students to reserve three extra hours per week to permit the scheduling of the three school visits; if the same group of students

registered for 15.209 in a particular pattern of complementary hours, it was possible to use all of the reserved time for weekly classroom observations.

The experiment was designed, consequently, to test the effect on students' understanding of and attitude toward the special service school of:

1. approximately 30 hours in the classroom observing teacher-pupil interaction and child behavior in a special service school, and
2. discussion of a wide variety of materials bearing on the social handicaps, the cognitive difficulties, and developmental differences of the child in the lower socio-economic neighborhoods of the big city.

THE OBSERVATIONS

Each of the courses used the normal complement of three class hours each per week, and were taught by different instructors, one an educational sociologist, one an educational psychologist. The school observations constituted the one activity common to both courses; they were scheduled on Monday mornings from 9 to 12. Students arrived at the school at 9:00 and left in time to return to the College by noon. The number of observation days originally hoped for turned out to be an over-optimistic estimate as school and college holidays seldom coincided. The final schedule was:

1. Orientation session on observation techniques, using films of classes in action.
2. School visit to a junior high school in a depressed urban area.

3. School visit to an elementary school in a depressed urban area.

4. Visit to a nursery school in a depressed urban area.

5, 6, 7. Observations on three succeeding weeks in the same elementary school classroom visited during the third week of the semester.

8, 9, 10. Observations on three succeeding weeks in the same junior high school classroom visited during the second week.

Two additional Monday mornings when public schools were not in session were devoted to viewing the following films: "A Yard to Play In," "Passion For Life," "Angry Boy," "Feeling of Rejection," and a special film made at Hunter showing retarded children in the classroom setting.

The instructors tried out a number of devices to supplement the observations in an attempt to make them more meaningful for the students.

1. In six out of the ten visits it was possible to schedule a forty-five minute discussion period immediately after the observation. Students shared their experience with the group and one or both of the instructors raised relevant issues for discussion as they emerged from the students' comments. The difficulties that plague such feedback sessions generally were present here; students observed in groups of three, so that common experience was severely restricted, and a good deal of time had to be spent describing episodes observed. It was useful, however, to be able to check the reaction of an individual student with the other two members of her group, who often disagreed violently with the report. The discouragement of some students was counteracted

by the positive experiences of others. The students had mixed reactions to these discussions; the majority felt that they were useful, a minority that they were not worth the time. The instructors agreed that they were necessary, but failed to develop a way of making them more meaningful.

2. The 15.209 instructor asked the group to select two children in each of the classes which they observed over a three-week period and make these children the focus of their observation. The student was to find out as much as possible about them, talk with the teacher, and with the children. Although some of the students succeeded in carrying out this assignment, in many cases it proved difficult in the time available.

3. For one of the observations the staff prepared an observation guide which gave the students a brief conceptual structure for a particular aspect of teacher-pupil interaction, followed by a set of observational categories for both quantitative and qualitative assessments. The guide on disciplinary behavior is attached to this report (See pp. 39-41).

COURSE CONTENT

The social foundations course ordinarily focuses on four major areas: the professional and personal roles of the teacher; the growth of the idea of universal education in the history of the American school; issues involved in setting objectives for education; and the school's relation to other institutions which transmit culture to the child. The instructor considered two possibilities for adding materials on the problems of the disadvantaged child. One would have expanded

each section to include a consideration of the special problems confronting the special service school in that area; thus, a discussion of the general problems of teaching roles might go on to examine variations in the roles most suitable for these particular children, and so on. The alternative, and the approach which the instructor adopted, was to create a separate unit, during which the students read and discussed materials dealing with all important facets of the problem early in the course work, in the hope that they would later consider the more general issues of education against that earlier background.

The course began, then, with a brief survey of the historical materials in the text as an introduction to the contemporary confrontation of the problem of "schooling for all," the attempt to provide truly equal educational opportunities for the alienated lower-class youngster. At this point the following materials were introduced, in a series of class discussions which occupied more than a third of the total course time:

1. A series of charts and tables presenting the basic relation of poverty to education, occupation, and other social indices, in the form of overhead projector films.
2. Silberman, "The City and the Negro" (article)
3. Glazer, "The Puerto Ricans" (article)
4. Gans, The Urban Villagers (excerpt)
5. Spindler, Transmission of American Culture (excerpt)
6. Fine, Neighbors of the President (excerpt)
7. Deutsch, "Psychological Consequences of the Lower Class Environment" (article)

8. Clark, "Educational Stimulation of Racially Disadvantaged Children" (article)
9. Klineberg, "Life is Fun in a Smiling, Fair-Skinned World" (article)
10. Cohen, Delinquent Boys (excerpt)
11. Jencks, "Slums and Schools" (article)
12. Asbell, "Not Like Other Children" (article)
13. Conant, Slums and Suburbs (entire)
14. Miller, The Cool World (entire)

The instructor's diary, maintained as part of the experiment, indicates considerable student interest in the materials and involvement with the problems they raise. The following excerpts from his reports suggest some of the values as well as the difficulties involved:

> October 11: Raised the question of what kinds of problems they would expect the schools to have with Puerto Rican children, on the basis of Glazer's piece, and did it confirm what they had so far observed in the classroom. Much confusion and contradiction about this; they agreed that the shy, retiring Puerto Rican girl one could expect from this kind of family structure did not fit the experience a number of them had in classes where the girls seemed more aggressive than the boys. It did seem to fit the majority's impression, though. We agreed, finally, that the major problem would be motivation, on a class rather than ethnic or nationality basis. Went on to the Gans article. I began by explaining his child-parent relationship typology, which the excerpt did not elaborate but mentions, and the rest of the period we spent discussing the differences, with most of them much involved. The chief difficulty here, as I expected, was understanding the difference between lower-middle child-centeredness, and upper middle adult directedness. I encouraged a certain amount of anecdote telling to make it as concrete as possible, and I think cleared it up.
>
> October 17: Reviewed the preceding day by getting a sketchy version of the characteristics of the four social classes on the board. Opened directly the question of social mobility, which we had touched on yesterday: what made mobility from one class to another in a single generation so difficult,

did Gans approve of the role of school in transmitting middle class values and achievement orientation, did they approve, etc. They showed in discussion a fairly clear idea of how difficult it was to change values, and a good understanding of why middle class caretakers often fail; the majority seemed to feel that despite the difficulty and the moral questions involved, the school could not avoid trying to inculcate middle class values. A minority argued, why bother? I asked them to fill out the class-value scale and summarized their responses on the board. With a few exceptions their answers were overwhelmingly middle class; we discussed some of the exceptions, and I pointed out how these were in the direction of Spindler's "emergent" value system.

October 23: Having discussed the readings on value transmission, I tried this session to get them to talk about their own feelings, instead of their intellectual opinions, about the issue. It was an interesting session in which about half of them talked, but it didn't come off, at least the way I wanted it to. Don, who was sitting in, said he thought it probably was useful, but he worried about those who kept silent and didn't reveal their feelings. I do too. It may be that this kind of session is useful only when students are actually in the situation, though these have now had a number of observations. In the elementary school, though, they have sympathized with the pupils. I wound it up with a short lecture on self-awareness and on the kinds of questions the teacher should be prepared to ask herself when she gets disturbed by the behavior or reactions of a child. It was a kind of intense little session, even if it didn't go. One of the girls since, in a conference, said that it got her really thinking about what motivated her to teach in the first place.

The instructor for the 15.209 section took a considerably different approach, deciding to retain the general structure of the course as he usually taught it, but to introduce a consistent emphasis on social class differences throughout. The major topics of the course below indicate that structure:

1. Influence of culture and social status on behavior and personality
   a. comparative cultures
   b. perception theory

2. Influence of teacher and curriculum materials on children

   Psychology of language development

3. Developmental tasks

   Characteristics of the well-adjusted child

   Influence of agents on later development

4. Comparative education

Below, as an example, are the discussion notes of one class session in which the characteristics of seven-year-old children from lower class and from middle and upper class environments were compared with regard to their general developmental characteristics.

Lower Class	Middle and Upper
Osborne, Racial Differences in Mental Growth: Lower IQ in Negro is attributed to: 1. poor early environment. 2. limited educational opportunity.	He tires easily and often shows fatigue in the afternoon session of school--care needs to be taken to provide rest through a change of activity, especially during the afternoon session at school to balance active play with quieter activities. He is more cautious and less likely to take chances than he was when he was six--this is a more withdrawn age. A child of this age often appears restless, as his general need for activity seems to carry over into all his behavior.
Davis, Social Class Diff. Upon Learning: A teacher must discover obstacles; pupils cultural beliefs, cultural definitions of life's problems, the meaning of his words and culturally learned conceptions of teacher and school.	

Family can teach only behavior and motivation which it knows. If the child associates only with slum culture he will only learn slum culture.

Behavior regarded as unmotivated is perfectly realistic and respect-response to the slum culture.

Child rearing permits fuller gratification of drives and less severe training.

* * * * * * * *

They have a low self concept. They are more uncertain of others reaction to them. They are more restricted in freedom of communication. They progress more slowly in eye-hand co-ordination.

Anxiety created by mistakes may lead to failure of correction, misconceptions due to fear or ridicule may lead him to fail

He learns better if he is encouraged to be active while he learns.

He likes to talk about himself and the things he has done or about his family.

Instead of fighting physical violence he uses words.

He enjoys songs, rhythms and stories, fairy tales, nature stories, and comics.

He wants to know how things work.

He is learning to stand up for his own rights and he will sometimes stand up for others rights.

He is very competitive.

He is sensitive to what other children think about him.

He finds it hard to take criticism from an adult, and will sometimes cry or blame the adult if he is scolded. He will however accept and follow leadership and guidance.

He has an inate drive for independence.

He likes to be given jobs to do and you cannot expect them to be done per-

to expose himself to corrective or new learning.

A low self concept affects school achievement and level of work.

perfectly but they will be done.

He has learned to do many things for himself although he often dawdles and dreams while doing them--morose, mopey and moody. He is reaching out for new experiences and is trying to relate himself to his enlarged world. The intellect is ascending and discriminating.

He is beginning to develop a concept of time though he still lives pretty much in the present and he cannot plan well for future goals.

He is learning about right and wrong.

It is a responsive age--he often becomes overanxious because he fears he will not be able to achieve the standards set up for him by his parents or teacher.

RESULTS

During registration, when the special class was recruited, students were told only that the double course was an experiment in giving students more time for observation in the schools. The selection, consequently, was unbiased by any special individual interest in the

special service schools or in the slum child on the part of the students.

Most students go on from these two courses to register for 15.210, the second psychological foundations course, and we decided that the most objective evaluation of the experimental course involved comparing our students with other 15.210 students. Several of the students in the experimental group had dropped out of college in the interval; others had, for one reason or another, postponed registering in the next course in the education sequence. Of our original class of 22 students, we ended up with evaluation data on 16.

A random sample of 16 questionnaires was drawn from all other 15.210 students and used as a control group, the statistical assumption being that we could now compare the two groups as if they were both random samples from the same population. The questionnaire included three different kinds of measurement:

1. Knowledge and understanding of the social and psychological variables underlying the school's difficulties with educating the slum child;
2. Willingness to teach in a special service school;
3. Beliefs about what goes on in the special service schools.

A copy of the instrument is attached to this report (See pp. 42ff).

Differences between the groups on mastery of significant data about the problems of the slum school are uneven, as Table I shows.

Mean Test Scores

	Experimental	Control
Sub-test based on social foundations material	69.3	46.5 *
Sub-test based on psychological foundations material	60.1	64.0

* t equals 6.2, beyond the .001 level

The significantly higher scores on social backgrounds for the experimental group may reflect the separate treatment given to them in 15.200. Or, as is more likely in view of the fairly high scores attained by both groups in the psychological part of the test, all 15.209 instructors may be adequately covering much the same social class materials in child development.

The second measure, the degree of commitment to teaching in the special service school, produced the following differences:

"If you were assigned to teach in a special service school, how would you feel about it?"

	Experimental	Control
Just what I want	3	0
Accept it	11	14
Accept with reservations	2	2
Look around	0	0
Reject	0	0

Clearly, the population in general either has no very negative feelings about teaching in these schools, or at least are unwilling to express them in an education class. Just as clearly, although the experimental course did not succeed in materially affecting attitudes of those who have some reservations about accepting such a position, it did succeed to some

extent in exciting enthusiasm in the modal group who were merely accepting their fate with good cheer. Indeed, if we could succeed in making 20% of our entire population of education students enthusiastic about teaching in the slum school we should accomplish a great deal.

Table 3 summarizes the results of the scale of beliefs about the special service school. One can view these scores as indicating positive or negative attitudes toward what goes on in these schools, (the higher the score, the more positive the belief) although obviously most of the statements also bear some relation to an existing, real state of affairs as well. One might be very interested in doing something about a problem precisely because one regards the situation as being bad.

The scores given are for the total of all items in the scale, as well as subscales consisting of items which relate to a number of separable aspects of the schools: discipline, learning, behavior, teaching, community relations, and achievement. In addition to our two student groups, scores are also given for a group of five experienced teachers, all of whom have spent a number of years in New York special service schools, who completed a number of years in New York special service schools, who completed the same scale.

Table 3

	Mean Scores		
	Experimental	Control	Teachers
All items	79.69	80.38	73.4
Discipline sub-scale	20.50 (2)	20.87 (3)	18.6 (1)
Learning sub-scale	19.50 (2)	21.43 (3)	17.6 (1)
Community sub-scale	16.68 (1)	17.31 (2)	18.0 (3)
Achievement sub-scale	9.43 (3)	8.93 (2)	8.0 (1)
Teaching sub-scale	12.87 (3)	11.75 (2)	11.2 (1)
Rank Scores	11	15	7

None of the differences between our two student groups significantly deviate from chance expectations. Comparing the student scores with those of the teachers, however, it becomes clear that what is being measured here is more likely the degree of realism rather than feeling; all of the teachers represented have had the opportunity to leave the special service schools in which they teach, and are still there. If one ranks the three groups for their standing in each of the sub-scales, to magnify the differences, the experimental student group emerges exactly between the control group and the experienced teachers. The general trend, then, suggests that the experience brought student beliefs more in line with those of experienced teachers, without decreasing the acceptability of a teaching assignment in the schools.

SOME RECOMMENDATIONS

As a first attempt, the results of the experiment confirm the desirability of increasing observation time in the schools during the early part of the education sequence. Two major problems need to be solved, however. One is the purely administrative one of scheduling courses to give students the time required which, at Hunter, is no inconsiderable difficulty. The second is to make the observations themselves more meaningful for the student. The excerpt below from a student report on her experiences illustrates the difficulties which some of the group encountered:

> My first observations were exciting and stimulating. For the first time the image of myself assuming the role of the teacher did not seem so remote. I came back from those hours in the classroom genuinely enthused, and I can say without a doubt that my desire to be a teacher grew tremen-

dously. But then we were placed in one classroom for 2 hours for three consecutive Mondays and that is where the problem developed. We were asked to observe the class as a whole, the teacher, and also pick out two students and concentrate on their behavior. This I found to be a very difficult task. I sat passively with my eyes glued to the back of the heads of two docile pupils, but found that I was more interested in observing the teacher and paying attention to the whole class. Furthermore, I never had an opportunity to talk to my chosen students or to check their guidance records as we were told we would be able to do. Which brings me to another point. In my first few observations and after the discussions that followed, I realized I was being entirely too harsh on these teachers. I, who have never attempted to teach, have been sitting in a classroom and completely tearing down every teacher I observed. So I decided I would be fair and open minded and try to understand why a teacher is using certain methods, instead of criticizing them. I happened to have had the misfortune of observing a teacher who I found to be a complete bore and whose teaching methods and personality were the complete antithesis of my ideal image of one in that profession. But in my new fair and open-minded attitude, I decided I would give her a chance and perhaps find out the reasons for her particular methods. But I had absolutely no opportunity to speak with her and this was very frustrating, to say the least. I sat in that classroom for approximately six hours and learned very little except that I didn't like the teacher and developed the amazing faculty of being able to recognize the students in that class by the back of their heads. I have certain specific proposals to make that I think will alleviate the problems and greatly improve the observations. Firstly, I think the principal of the school should speak to his faculty and try to get a group of teachers willing to cooperate with us and give us a little of their time. While we are in the class, she should let us help with even a little thing like handing out papers. She should keep us aware of the lesson plan and the methods she has found most successful. After class we should have a discussion, but one including her. I would have like the opportunity to have asked Mrs. X why she felt it necessary to divide the groups into "superior" "fringe" and "inferior". I would have liked to ask why she felt it necessary to continually ridicule certain people in her class and praise others. . . .

Of course, this student, with her interest in methods, failed to perceive that she was learning a great deal about why special service schools often fail to help disadvantaged children to achieve, which was the precise purpose of these observations for the foundations courses. Her frustration

about her passivity was echoed by a majority of the students, however, and in the second run of the course we made special arrangements with the schools to have the students act as teacher aides. Another major change involved having the entire group visit an elementary school, a junior high, and the Harlem Nursery School, then spend the rest of the semester, in pairs, in a single classroom, either at the elementary or junior high level.

This pattern turned out to be much more satisfactory, and provided a number of students with the valuable experience of helping individual pupils or working with small groups of them under the teacher's supervision. In general, the re-run was considerably more helpful than the first attempt, at least in terms of student reactions. Only future testing can provide evidence of its greater influence on student understanding and attitude.

OBSERVATION FORM

The questions below, and the attached recording form, are designed to help you focus your period of classroom observation on teacher-pupil interaction which is concerned with establishing or maintainig discipline. It is important to remember, as you make your observation, that several meanings are possible for the word discipline: it may refer to punishment, control of others by enforcing obedience and orderly conduct, or training that corrects the individual with the intention of developing self-discipline.

For the purpose of this observation we can most usefully view discipline as behavior intended to enforce the already existing control system in the classroom. Thus, when the teacher asks pupils to open their books to a certain place, she is generally confident that they will do so; she is exerting control over pupil behavior within a system of rules and expectations which she and the pupils hold in common. If these expectations are violated, if one of the pupils refuses to open his book as directed, she usually feels that she must do something to enforce the rule, i.e., to discipline the child.

Teachers are not the only ones who act to enforce the rules; in the classroom enforcement may be imposed by the children as a group, or by individual children, by administrators, or even by pupils who belong to a class outside the class you are observing. Particular teachers and particular children tend to develop over time a "culture" composed of consistencies in their interaction; one can begin to characterize this culture by making a running record of important types of interaction. Concentrating in this case on enforcement behavior, one would need to

record for each instance observed the data indicated on the attached record sheets. Each sheet can be used to record two incidents.

Some more general questions may be of interest to you:

1. What percentage of class time was given to discipline? You may find it helpful to take ten or fifteen minutes once or twice during your total period of observation, and, using your watch, keep an approximate record of the number of minutes devoted to disciplinary measures during the given time span.

2. What did the children learn about their role in the classroom from the disciplinary measures used? What were you able to learn about the teacher's perception of her role as a result of your observation?

1. Provocation (describe briefly)		
a. refusal to carry out directions		
b. out-of-field behavior (reading comic book, whispering, lack of attention, etc.)		
c. disruptive behavior (loud, attention-getting remarks, verbal aggression, etc.)		
d. other (specify)		
2. Who applied discipline? (check on relevant line)		
a. teacher		
b. group as a whole		
c. individual pupil		
d. other (specify)		
3. Who was disciplined (check)		
a. individual pupil		
b. subgroup in class		
c. entire class		
d. some combination (specify)		
4. What form did discipline take? (describe briefly)		
a. Oral rebuke		
b. physical punishment		
c. deprivation		
d. threat		
e. other		
5. What was the general tone? (calm, angry, enraged, aggressive, hurt, pleading, etc.)		
6. Did person disciplining make any attempt to find out the reason for the provoking behavior, or the feelings of the person being disciplined? If "yes," specify.		
7. How did the person disciplined respond? Did offending behavior stop? Was there embarrassment, defiance, sullenness, anger, etc., or no apparent feeling?		

Hunter College of the City University of New York
PROJECT TRUE

Blacken in the parenthesis corresponding to the appropriate response. Please answer all items since there is no correction for guessing.

1. The largest proportionate share of New York special service schools are in

( ) The Bronx
( ) Manhattan
( ) Brooklyn
( ) Queens

2. In Manhattan the number of schools with 85% or more Negro or Puerto Rican pupils is

( ) increasing
( ) decreasing
( ) remaining steady

3. Considering only those high school students in the upper fifth of I.Q. scores, the percentage of lower class students who hope to go to college is about

( ) 50%
( ) 70%
( ) 30%
( ) 10%

4. In New York City, the percentage of out of school youth between the ages of 18 and 21 who are unemployed approaches

( ) 10%
( ) 45%
( ) 50%
( ) 75%

5. Education and income

( ) are directly and positively related to one another.
( ) have a positive but slight relationship.
( ) relate when you consider college educated people, but not others.
( ) have no relationship.

¢. The effect of immigration to the mainland on Puerto Rican family structure has been to

( ) strengthen it somewhat.
( ) change it very little.
( ) weaken it in important respects.
( ) practically shatter it.

7. Puerto Ricans in New York tend to retain the Spanish language for all but one of the following reasons:

( ) It is sometimes functional in getting jobs.
( ) They are proud of their language.
( ) It helps distinguish them from the American Negro.
( ) Spanish-speaking people have more than ordinary difficulty in learning new languages.

8. Conflict between Puerto Ricans and Negroes arises from

( ) economic competition.
( ) the Puerto Rican fear of being perceived as a Negro.
( ) both of these.
( ) neither of these.

9. Negroes differ from American immigrant groups moving up through the society in all but one of the following characteristics:

( ) family structure.
( ) color.
( ) low social status.
( ) historical slave status.

10. All but one of the following are characteristic of lower-lower class life which affects the job of the school:

( ) adult-centered
( ) action-oriented
( ) unstable economic life
( ) shiftless

11. All but one of the following are characteristic of working class life which affects the school:

( ) personal rather than object orientation
( ) adult-centered
( ) suspicion of bureaucracy

12. The structure of the Negro lower class family relates directly to

( ) sex difference in employment opportunities.
( ) the way slavery functioned
( ) both of these
( ) neither of these

13. All but one of the following are middle class values which the lower class child often rejects:

( ) deferred gratification
( ) respect for authority
( ) orderliness and beauty

14. A significant difference between the Puerto Rican immigrants and earlier immigrants is

( ) Puerto Ricans can return to their homeland more easily.
( ) Puerto Ricans are Latins instead of Europeans.
( ) Earlier immigrants were peasants.
( ) Earlier immigrants had skills.

15. The major public argument used against school integration moves in the North is based on

( ) socializing of the youngsters.
( ) the neighborhood school concept.
( ) mixing children with different ambitions.
( ) the double standard doctrine.

16. In a major book which aroused widespread controversy (Slums and Suburbs) Conant argues that we should aim our immediate efforts at

( ) integrating the slum elementary school.
( ) training better teachers everywhere.
( ) use white facilities for predominantly Negro schools.
( ) radically improve the quality of the slum school.

17. All but one is a major argument of those who advocate the general principle of integrating Northern schools at all costs:

( ) the ambition of the white middle class child will be contagious.
( ) the Negro child's achievement is lower because of inferiority feelings related to segregation.
( ) All-Negro schools have no white teachers.

Fill in (a) if the statement is more characteristic of socially disadvantaged children; mark (B) if more characteristic of advantaged children; and (C) if the statement is characteristic of both groups.

(A)	(B)	(C)	
( )	( )	( )	18. Stress on academic achievement.
( )	( )	( )	19. Keen sense of competition.
( )	( )	( )	20. Respect for authority.
( )	( )	( )	21. Loyal to peers.
( )	( )	( )	22. Speaks with an accent.
( )	( )	( )	23. Feels importance of mark.
( )	( )	( )	24. During adolescence sex is important.
( )	( )	( )	25. Searches for recognition.
( )	( )	( )	26. Peer group acceptance.
( )	( )	( )	27. Poor self-concept.
( )	( )	( )	28. Non-verbal environment.
( )	( )	( )	30. Less inhibited artistically.
( )	( )	( )	30. Short span of attention.
( )	( )	( )	31. Preponderance of home chores to be done.
( )	( )	( )	32. Low innate intelligence.

(A)	(B)	(C)	
( )	( )	( )	33. Limited educational opportunity
( )	( )	( )	34. More cautious.
( )	( )	( )	35. Hard to take criticism.
( )	( )	( )	36. Drives to be independent.
( )	( )	( )	37. Slower progress in eye-hand coordination.
( )	( )	( )	38. Dawdles and daydreams.
( )	( )	( )	39. Enjoys new experiences.
( )	( )	( )	40. Resents being talked down to.
( )	( )	( )	41. Wants to behave in a grown-up way.
( )	( )	( )	42. Close relationship with his mother.
( )	( )	( )	43. Develops large vocabulary more quickly.
( )	( )	( )	44. Uses complex sentences.
( )	( )	( )	45. Has more imaginary playmates.
( )	( )	( )	46. Has more fear of dogs, thunder, animals.
( )	( )	( )	47. Is more honest.
( )	( )	( )	48. Has less strict parental discipline.
( )	( )	( )	49. Sucks thumb.
( )	( )	( )	50. Has more tantrums.
( )	( )	( )	51. Has strong feeling for family.
( )	( )	( )	52. Has more crushes on opposite sex.
( )	( )	( )	53. More group play.
( )	( )	( )	54. Likes school.
( )	( )	( )	55. Has poor appetite
( )	( )	( )	56. Cares less.
( )	( )	( )	57. Tells more lies.
( )	( )	( )	58. Is more present-oriented.
( )	( )	( )	59. Is less ready for involvement with academic experience.
( )	( )	( )	60. Goals more self-centered, immediate, functional.
( )	( )	( )	61. Is weak in using abstract symbols.
( )	( )	( )	62. Concepts are content-centered rather than form-centered.
( )	( )	( )	63. Responds better to visual clues than aural clues.
( )	( )	( )	64. Has little support from his family.
( )	( )	( )	65. Is highly prejudiced.
( )	( )	( )	66. Identifies with heroes.
( )	( )	( )	67. Pleases teacher.

If your first teaching assignment were in a special service school (one with children of low socio-economic level, high proportion of families on relief, lower than average reading achievement, etc.) which one of the following statements comes closest to expressing how you would feel about it.

1. Comes close to being exactly what I wish for.
2. There are lots of drawbacks, but on the whole I would find it acceptable.
3. It's not the worst thing that could happen, but I would not be pleased.
4. I would accept, but plan to transfer as soon as I could.
5. I would not accept, but try to find a teaching post outside the city.

Below are a series of statements about New York public schools in disadvantaged areas of the city. Some people call them "slum schools," others "special problem schools." The Board of Education designates them as schools in need of special service.

Indicate for each statement the extent to which you believe it is generally true of these schools, by circling

1. if you think it is very true
2. if you think it is true to some extent
3. if you think it is to a large extent false
4. if you think it is entirely false

Pupils have little respect for school property	1	2	3	4
Pupils are eager to learn	1	2	3	4
The personal standards of teachers conflict with those of the parents and the community	1	2	3	4
Beginning teachers have an easier time than in suburban schools	1	2	3	4
What disorder you find is largely a result of poor teaching	1	2	3	4
Pupils' individual needs are taken into account in setting the curriculum and in methods of instruction	1	2	3	4
Parents appreciate the efforts of teachers	1	2	3	4
The more experienced teachers are always glad to help the beginning teacher	1	2	3	4

Teachers are afraid to walk through the neighborhoods alone after school hours	1	2	3	4
Even if a teacher succeeds in getting a pupil interested in school subjects, community pressures are such that he will soon lose interest	1	2	3	4
The principals of these schools are only interested in making things look good not in how much the children are learning	1	2	3	4
Those teachers who try to understand the problems of the children seldom have trouble with keeping order	1	2	3	4
Most teachers in these schools are wasting their time struggling with dull or badly-motivated children	1	2	3	4
Most of the teachers are just waiting out their probationary period then away they go	1	2	3	4
Being permissive may work with middle class children, but you have to be strict with children in these schools	1	2	3	4